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ABSTRACT

Los Angeles Harbor College administered surveys to 920 students at the end of the spring 1976 semester and 803 students registering for the spring 1977 semester in order to ascertain the importance to the respondents of 57 learning objectives and 8 credit objectives, and to relate these to the need, use, and efficacy of college instructional and support services. Results of the survey showed a very high degree of agreement between the two groups of students surveyed. The most important learning objectives of both groups of students were increased effectiveness in accomplishment of goals, academic courses for advancement, development of self-confidence, self-discipline, and effective time management. Most important credit objectives of both groups of students included transfer credit, baccalaureate attainment, letter grades, and attainment of the associate degree. Distributions of the relative importance of objectives and ratings of the helpfulness of instructional and support services were cross-tabulated according to various characteristics of the respondents. Area of residence, age, sex, ethnicity, and educational attainment were found to be related to the ratings of college services. The rationale for the study, utilization of student input in developing the set of student objectives for the survey instrument, survey methodology, and a demographic description of the samples are included in the report. The survey instrument is appended. (JDS)

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LOS ANGELES HARBOR COLLEGE

# STUDENT OBJECTIVES SURVEY

RESEARCH REPORT

APRIL 1977

77-01

OFFICE OF INSTITUTIONAL RESEARCH

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JC 770 249

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## ABSTRACT

Importance of 57 learning and eight credit objectives and the use and helpfulness of thirteen support services to community college students are perceptions assessed through the Harbor College Student Objectives Survey. Administered to 803 registering and 920 end of semester students, results found little to distinguish between samples.

Ranked according to importance to largest number of students, Spring 1976 and 1977, correlations (Spearman's rho) were Learning Objectives .954 and Credit Objectives .905. Increased effectiveness in accomplishment of goals, academic courses for advancement, development of self-confidence, self-discipline, and effective time management were highest ranked learning objectives. Transfer Credit, BA/BS, Letter Grades, A.A. were highest credit objectives for both samples. Residence and personal characteristics were related to objectives and service use to assess representativeness of samples and efficacy of services in addressing needs of particular student populations. Cross tabulated variables will be used as information base for program planning by instructional and service personnel.

# CHAPTER ONE: RATIONALE AND PROCEDURES

## INTRODUCTION

Postsecondary Education in the late 70's is subject to two major forces whose impact is causing system wide pressures on management and faculty. The first is a dwindling of resources both natural in the form of student enrollment and financial in the form of local, state, and federal support for operation and growth. The second, which is a function of the first, is accountability or demonstrated justification for the claim on resources in response to taxpayer resistance. Dr. Lewis Mayhew, Professor, School of Education, Stanford University, in a recent address to the California Association of Institutional Research pointed out that a shift is occurring at the Federal and State levels to fund education through the learner rather than through the institution via categorical programs. All segments, subject to the economic need to survive and the egalitarian principles of social and legal pressures of the past several years are reaching out to the potential or "non-traditional" student. The trend is toward the consumers market. Definitions of segmental role and functions have become blurred and educational offerings and services often overlap. In the effort to serve new populations, increase relevance and utilize external funding, innovation has occurred in both instruction and services. Concurrent with the outreach has come growing control from all political levels in the form of extensive documentation, reporting and justification for the expenditure of human and material resources. Management of growth, according to Dr. Mayhew, is relatively easy compared to management of decline, which involves the frictions generated by reallocation and termination of operational personnel and funding. Administrative practices and techniques developed in an era of expansion often do not serve the needs of limitation of growth.

The community college with its open admissions, free access policies, geographical contiguity to its potential student body, variability in criteria for granting of credit and non-punitive grading practices was designed to be the most flexible of segments in its capability to respond to the educational needs of the various populations comprising its "community." It was to be the bridge between secondary and college level education, partaking of both in service to the egalitarian principles

> of early twentieth-century social theorists - Arthur Bentley, John Dewey, and many others - who advocated permanent institutional settings that could deal with unending range of proximate solutions. It fulfills ideally the turn-of-the-century concept of how an industrial society should be organized. That it is today criticized for its universality only confirms its success. (Cohen, Brawer, Lombardi, 1971, p. 12)

Proponents and critics have argued the proposition in literature, workshops and conferences as to whether the community college is fulfilling the role of democratizer of education or if in trying to provide "something for everyone" and be "all things to all people" it is failing those who most need its services. (Rouche and Kirk, 1973, p. 3)

The determination and definition of identity categorized by Medsker in 1960 as the historical and current "overriding problem of the field" and described as the "core concern for (Community) college professionals" in A Constant Variable (Cohen, et al, 1971) is now subjected to a time line by the imposition of accountability.

Legislatures and Boards of Education in search of taxpayer support will define the measures of accomplishment for this segment if they are not provided by the professionals. Postsecondary Alternatives: To Meet the Educational Needs of California's Adults, the final report from an independent study committee to the legislature on criteria for improvement in meeting the current and projected educational needs of adults, lists seventeen major recommendations for development.

Four broad areas for postsecondary redirection of effort and resources identified are important to the purpose of this study:

(1) providing learning opportunities for adults of all ages,

(2) enabling them to study in more convenient off-campus locations,

(3) facilitating part-time study, and

(4) serving different clientele with special learning needs and problems.

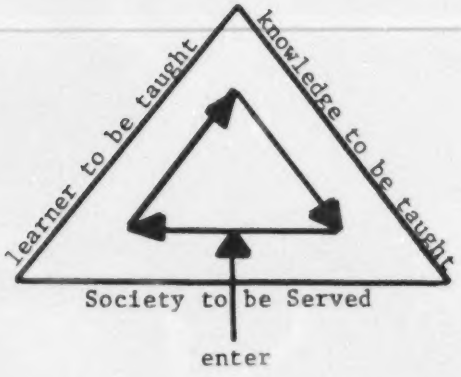
Los Angeles Harbor College has directed efforts and resources toward these interests but the extent of educational need which exists and the measure of its satisfaction are not known.

Information to expand understanding of these two basic questions is required to improve and evaluate the quality and effectiveness of programs in meeting the learning objectives of the total student body. It is within this context that the College is pursuing the definition and assessment of its accomplishments as measures for achievement of Master Plan objectives and for justifications of resources in zero-based budgeting.

RATIONALE

The foundation model developed through cooperative efforts of Federal, State, and private educational institutions and reported in the paper "Towards Educational Responsiveness to Society's Needs: A Tentative Utility Model" (Kaufman, Corrigan, and Johnson, 1969) provides a conceptual framework from which to initiate the assessment. The three critical referents which must be considered in constant interaction are:

1) . . . the nature of the society to be served (and in which the learner must live),
2) . . . the nature of the learner to be taught,
3) . . . the nature of the knowledge to be taught (ibid, p. 152).




Because flexibility and adaptation to accommodate changing needs are required to maintain accountability, each of the three components of the model will be defined according to the set of characteristics which are relevant to the role and function of the college as stated in the Master Plan. Each of the characteristics will be described as a variable with measures that are compatible among the components to provide the capability to continuously re-assess the relationships as the society and the student body change their educational objectives.

1) Society to be Served

Initially, the Society to be served will be defined as that population residing within the geographical limits of the primary service area. This area is composed of several communities (cities, parts of cities, and groups of cities) closely approximated by Zip Codes, which are characterized by quite distinctive socio-economic indicators. Much information is available about each, but the only source of compatible data is the 1970 census. Therefore, a comparative chart of socio-economic indicators by Zip Code was built from census tract data to provide the broad community context with quantified descriptors which roughly approximate reality as a basis for describing the society to be served.

The primary service area is divided into the communities of: Carson, Zip Codes 90745 and 90746; Gardena, 90246 through 90249; Harbor City, 90710; Lomita, 90717; Palos Verdes Peninsula, which includes the cities of Palos Verdes Estates, Rancho Palos Verdes, Rolling Hills and Rolling Hills Estates, 90274; San Pedro, East, 90731; San Pedro, West, 90732; Torrance, the part of the city in the service area and the narrow Los Angeles Strip, 90501 and 90502; and Wilmington, 90744. Many students, who reside outside of these communities, do attend the college, but their residence would fall within the prime service area of another institution.

Population indicators include: Total (number of residents); Sex; Age: median and percent by category; ethnicity; Income; median and percent below poverty; Employment, percent of population employed and of those employed the breakdowns into vocational career clusters; Education, average number of grades completed by adults and percent of adults with less than eighth grade; percent of total population enrolled in Harbor College; and the number of enrollees and their percent of the total college enrollment (Appendix A).

The last semester for which Zip Code Enrollment data was available was Spring, 1975, but it is anticipated that the information will be reported for Spring, 1977, to provide a current measure of service to the various communities.

Qualitative descriptions have been developed for each community as an aid to understanding for personnel to strengthen college-community cooperative action. They include more current population descriptors, because growth and shifts in ethnic composition have been considerable in some areas.

Some community surveys of need have been undertaken and some structured analyses are planned. Their findings will provide some of the criteria by which to assess the effectiveness of the instructional and counseling services.

The society to be served includes employers and public and private institutions as well as individuals and geographic communities. The

organizational needs are routinely redefined for the college through occupational and program advisory councils, and several other sources of information related to job market projections.

2) Learner to be Taught

Eligibility for admission requires that a student be a high school graduate, or have successfully completed the High School Proficiency Test or be 18 years of age or older and be able to profit by instruction. These criteria define a most comprehensive and heterogeneous potential student population.

Personal characteristics of the student body of Harbor College vary more broadly every year. Age has a range of more than fifty years (16 to 70+), the ethnic ratios show a continuous change toward increasing enrollments of Asian, Black, Filipino, Hispanic, and Samoan students. Women, particularly, in the over 30 age groups are participating in numerous special offerings and increasing in enrollment. Returning women, older adults, persons whose natural language is other than English, and the handicapped have joined the perennial favorite "disadvantaged" as major categories of non-traditional learners for which special funding encourages special programs. Program directors and counselors working with these students report through various channels on their special interests and needs. However, it is not known whether the students who take advantage of programs funded in their categorical names actually represent the perspectives of the majority of students within that category.

Traditional students are generally accepted as the teenaged, high school graduate, enrolled full time in a well defined major directed toward a terminal vocational or college transfer degree. Current so-called traditional students probably share only two characteristics in common: age, and full-time enrollment. Their educational preparedness and skill development covers the full range from

less than eighth grade to university level. Some will complete programs in three semesters while others require three years or more of full-time work for completion. Representation by ethnicity and choice of major and degree objectives also cover the total range on each variable. The potential variation in student characteristics, interests and abilities is virtually unlimited. It is this breadth of possibilities in concert with limited resources which requires that priorities be determined with reference to collective progress of students grouped by characteristics in accomplishment of learning objectives.

It thus becomes important to have some measure of the relationships between learning objectives and personal characteristics of students. The characteristics selected for this study, because of their import in relation to educational planning and program operation, are age, sex, veteran and marital status, ethnicity, educational level, income, hours of work/week, number of units enrolled, number of units completed, reasons for dropping courses, and geographical location of residence.

Legislation such as the Civil Rights Act required equal access to programs; Title IX has moved further to require documentation of use of services as part of non-discrimination. Assessment of use and the quality of educational services as perceived by students in relation to personal characteristics provides information to service providers to guard against adverse effect.

3) Knowledge to be Learned

The projected criteria for accountability require that the model component labeled "knowledge to be taught" be defined in terms of its multiple relationships to the society to be served and the current and potential student body. The validity of current measures which are used to account for service provided such as Weekly Student Contact Hours (WSCH), number of AA degrees granted, and number of transfers to four year institutions is broadly questioned.

Measures of student accomplishment such as GPA, course completion rate per semester and earned degrees are similarly challenged. All of these are measures appropriate for traditional students which were developed for more rigidly structured programming. The CPEC study, "Through the Open Door: A Study of Patterns of Enrollment and Performance in California Community Colleges" (Knoell, 1975), documents the fact long recognized in literature and on campuses that growing numbers of students are no longer accepting educational services, prepackaged. in a block, predetermined to meet two-year degree objectives. Non-punitive grading practices have enabled students to control their own learning experiences. Today's student may attend a class until a week before finals, gain the information or skill desired and then elect to withdraw if the student does not choose to have the instructor's evaluation of progress recorded. The growth based era, which encouraged expansion and innovation with minimal attention to rigorous evaluation, yielded a broad set of programs and course which are pragmatic responses to an indicated or perceived need. The need was generally defined according to the characteristics of the "non-traditional" student or segment of society.

The accepted concept of mainstreaming led to the assumption that progress of the "non-traditional" students could be assessed adequately by the same measures as those used to monitor traditional experience. However, students demonstrate their own pragmatism and support through participation in those services which assist them to meet personal learning objectives. Knowledge to be learned is thus becoming the critical concept by which programs are defined. Terms such as competency based, proficiency levels, criterion referenced all refer to outcome measures of student learning. These operational components of the learner centered concept are becoming increasingly popular as subjects for in-service faculty training.

If accountability continues to move toward outcome measures as justification for resources, there is need to develop measures which actually assess the learning of all categories of students. Development of such measures requires knowledge of the personal learning objectives of students.

Why are they attending the college? Why do they enroll in particular courses? Why do they withdraw? Who uses services? How helpful are the services? Are certain objectives common to students with similar personal characteristics or who live in particular geographical areas? Do students with certain learning objectives use the services which will assist them to achieve those objectives?

Answers to questions like these will provide the kind of information required to define outcomes which will satisfy the objectives of the new groups of students as well as those with traditional needs and interests. The Student Objectives Survey was conducted to gain some of these answers.

Study Problem

The intent of the survey is to relate the learning objectives of students, whose personal characteristics are defined, to the need, use, and efficacy of college instructional and support services.

Disciplines, divisions, departments, offices are all functional categories which facilitate institutional operations and professional identification. Student motivation for learning, which arises from personal needs and interests ignores these boundaries and lends itself to categorization based on economic, personal, familial and social growth. It is this translation between student objectives based on individual self-interest and program objectives based on operational continuity which will permit for the articulation of outcome measures, which more accurately assess the comprehensive college contribution to student growth. Areas within which student learning objectives are defined are: Employment, Basic Skills, Personal Interests and Creativity; Self-Awareness,

Social Interaction, and General Life Enhancing Skills. Each area relates to one or more instructional programs provided or contemplated by the college.

It is the common assumption that students want a measure of their accomplishment determined by the institution and recorded on their transcripts. However, it is not known if the importance of grades, credit and degree objectives bears any relationship to personal characteristics or learning objectives. If gaining satisfactory employment is a major objective for college enrollment, and grades or degrees are of minimal importance, and the student finds full employment through college auspices before the regular end of a semester, it must be counted as successful progress, not failure. Satisfactory employment is a more realistic outcome measure than is grade for course completion. If a person feels a strong need to communicate with others through classroom activities or creative expression, i.e., music, art, writing, dance, and participates in a course up to the end, but does not choose to be graded, the student and the college have both accomplished their objectives and require a valid measure of student growth.

The study of student objectives was undertaken in Spring, 1976 to provide information to shed light on some of these questions and to examine relationships among:

student learning objectives;
the importance of grades and degree objectives;
use of various services and their helpfulness; and
personal characteristics.

Questionnaire

Experience with questionnaires commonly used to survey college students has shown that the questions address many areas and issues which are not pertinent to the community college student and fail to address the concerns important to Harbor College.

Therefore, a questionnaire was developed with items specific to the college services and student body. Students, whose personal characteristics reflected the broad spectrum of the student body along variables such as age, income, educational background, ethnicity, hours of enrollment, and geographical residence were brought together in small group sessions to gain the breadth of perspective required to develop a comprehensive set of student objectives. They identified and discussed their reasons for attending the college, the kinds of services which they felt would assist them to live more positively, the kinds of services which they needed to progress educationally and their assessment of current services. An immediate item of interest grew from a pattern which seemed to recur in every meeting. When an individual or group would identify a service or course, which should be instituted in response to great need, another student would explain that it was already available and widely publicized. This is one of the questions to be addressed by the survey. Which students take advantage of the services which will assist them to meet their self-defined objectives?

All of the information gained from the sessions was pooled, analyzed for content, and categorized into major areas related to life functions such as employment, basic learning skills, family and personal relationships and creativity. Items were then written to cover the content plus a few additional items which had drawn high response from previous surveys, but had not been mentioned in the meetings. Sections were also included relating to the importance of various kinds of credit and degrees, the use and value of various kinds of credit and the kinds of services which would be beneficial. The final page was a listing of personal characteristics to provide for cross tabbing to relate all of the aforementioned information to particular student populations.

The information to be gained from the survey is the student assessment of the value of the various objectives, services and rewards in relation to their characteristics. The response format used to obtain individual student perceptions concerning learning objectives and recorded credit was a four point Likert scale labeled High Importance, Medium Importance, Low Importance, and No Interest.

The explanatory statement at the top of the instrument was phrased in a manner designed to enlist the student's cooperation in reporting personal feelings rather than a generalized estimation of group motivation. Items were stated in the first person and the introduction moved from third person explaining college purpose to second person stressing "you" to communicate the importance of individual opinion. The statement was:

> The major goal of Harbor College is to continue to improve its services in the effort to offer the highest quality of education to its students.
>
> Please, help us to serve you better by letting us know you better. Tell us:
>
> (1) Why YOU are here? and (2) How YOU feel about your college?
>
> Tell us the importance of the following objectives in leading to your enrollment and attendance at this college.

The importance of recorded credit was ascertained according to the same scale.

Determination of students' use and perceptions of value of Educational Services required different terminology. In this area two questions are important. Are there any distinguishing characteristics between the students who use particular services and those who do not? To what extent were their needs satisfied for students who used the services? Answers to the two questions were sought through one response by asking "Please indicate the degree to which the services listed below have helped you to progress toward your goals. Response labels were: Helpful: Very, Somewhat, Not at all, and Haven't Used. Suggested Services was structured in same format with the question added, "Would you use them?"

Ten volunteer faculty members, three classified staff, and five students critiqued the survey instrument and changes were made, accordingly. The questionnaire was then field tested on peer counselors and other selected students. There was general agreement that there were too many items, but no agreement as to which items to delete. Most persons had something to add. The decision was made to administer the survey a few times and then delete items which did not provide useful information.

Conduct of Survey

Spring, 1976, End of Semester:

The survey instrument was completed just prior to finals. No gathering of large groups of students representative of the total student body was anticipated. As Harbor is a totally commuter college, many students only come on campus to attend classes. The only generalized access to students was through the classroom. Letters were sent to all faculty, recognizing the potential time conflict because of finals, and requesting those instructors who chose to have their classes participate to return a tear sheet with name and time of class and number of students. All returns were charted and a check was made to determine if all categories of classes were represented in rough proportion to overall enrollment. Categories checked were vocational-academic, entry through advanced levels of English and Mathematics, Day and Evening, Science and Humanities, on- and off-campus. In those instances where representation was not adequate, instructors were contacted to solicit their assistance. Cooperation of faculty was exceptional, considering end of semester pressures. Students completed the questionnaires either before or after completing their finals at the instructor's discretion, although it was suggested to all that students would feel less pressured if they answered the questionnaire voluntarily after completing their finals. The summary of personal characteristics

of respondents (page 23) indicates that an acceptable representative sample was obtained.

Spring, 1977, Beginning of Semester:

One important category of students was missed in the 1976 survey, those who had dropped out. This is the group, of course, which was not served to their satisfaction. In 1977, the attempt was made to gain responses from these students, by conducting the survey at registration. This semester, the registration process was accomplished through completion of an OpScan sheet which was submitted via reader to a computer, which returned a program print-out of classes in which the student was enrolled. A line up at the terminal was the only waiting period in the process. Student workers passed out the questionnaires to students in the line and requested that they complete and return them before leaving the building. The success rate of returns was about 50%.

Outreach and Saturday classes register students on site at the first class meeting. Instructors of a representative set of courses were requested to administer the survey to their classes. Completion rate for this method was above 90%. A frequency distribution of respondee characteristics indicated very low representation of full-time (12 or more units), ethnic minorities, less than twelfth grade education and low-income enrollees. This distribution was attributed to two factors. One, outreach offerings are particularly successful and thus are in abundance on the Palos Verdes Peninsula where the typical student profile tends to be part-time (3 to 6 units), college graduate, upper income, white. Two, students with lesser developed academic skills probably could not complete the questionnaire as easily standing in the line and therefore, did not turn them in. To fill in these categories, the survey was administered to "College Readiness" classes. This is a block program of

basic skill development where full time less than twelfth grade students are enrolled. Ethnic History classes were surveyed to gain representation of Black and Hispanic students. Questionnaires obtained by each of the different processes were identified by blocked case numbers and coded to provide for separate analyses of results.

## OUTLINE FOR ANALYSIS

| | | |
|---|---|---|
| INFORMATION | General | |
| | Community Residence | |
| | Student Characteristics | |
| | Learning Objectives | |
| | Credit and Degree Objectives | |
| COMPUTER PROCESS | SPSS Frequencies | Statistics: Mean |
| | All variables | |
| COLLEGE USE | Format | Distribution: |
| | Survey Report | Administrators, Department Chairpersons, Program and Service Coordinators, Faculty Association, and Senate President. |
| PURPOSE | Understanding of characteristics and motivation of current student body. | |

## CATEGORICAL RELATIONSHIPS

| | | |
|---|---|---|
| INFORMATION | Services: use and value of | TO Personal Characteristics |
| | Instructional | Geographical Residence<br>Objectives: importance of |
| | Reading Lab<br>Cooperative Education<br>Advisement | Employment<br>Basic Skills<br>Self-Awareness<br>Recorded Credit |
| | Support | |
| | Placement Office<br>Financial Aid | |
| | Counseling | All above plus: |
| | Academic<br>Career Guidance<br>Personal | Personal Interests & Creativity<br>Social Interaction<br>Life in General |
| | Geographical Residence | All above except Geographical Res. |
| COMPUTER ANALYSIS | SPSS Crosstabs | Statistics: |
| COLLEGE USE | Format | Distribution |
| | Survey Report | Administrators, Dept. Chairpersons<br>Program and Service Coordinators<br>Faculty Association & Senate President |
| PURPOSE | Understanding of student perceptions of values of service in relation to personal motivations, characteristics and geographical residence. | |
| | Printouts by Service | Personnel Responsible for service |
| PURPOSE | Analysis of student motivations, characteristics and assessments as a basis for development of outcome measures to strengthen service and reach the unserved. | |

Printouts by Community — Office of Outreach

PURPOSE — Analysis of student motivations, characteristics and assessments as a basis for strengthening in-community educational services in accordance with needs and interests of local students.

DATA PROCESSING:

Spring 1976: Students recorded their answers to questionnaires on Op-Scan sheets (utility form). The intent was to test the advantages gained by elimination of the manual key punching against the loss in responses caused by the increased time and complexity of administration. If relatively successful, a shortened list of selected items may be printed in machine readable form to conduct future surveys on a regular schedule to gain an historical perspective. Sheets were processed through the reader which transferred the responses to two IBM cards per case.

Spring 1977: The necessity for students to respond to survey while standing in a slowly moving line made it impossible to use separate answer sheets, so responses were written on survey instruments. Two student workers key punched responses on cards directly from precoded questionnaires and cross checked the transference for accuracy.

Considerable difficulty was encountered with both processes because of faulty equipment, so it is not possible to determine which procedure is more efficient.

Keypunched cards were then processed through the LACCD IBM 370 using the Statistical Package for the Social Sciences. Data on Spring 1977 cards were formatted differently, kept in separate card sets and processed independently through adjusted programs. All of these differences tend to reduce any systemic biases which might influence the results.

# CHAPTER TWO: RESULTS

The distributions of the relative importance of objectives and of the characteristics of the respondents for the 1976 and 1977 samples were far more similar than was anticipated. The use of fundamentally different sampling procedures was expected to select samples which would identify some distinct differences between entering and completing student populations. The frequency distributions, however, indicate that the collective ranking of objectives and the characteristics of the two groups provide descriptors with few distinguishing values. Useable completed questionnaires numbered 920 for the Spring 1976 end of semester sample and 803 for the Spring 1977 beginning of semester sample. More than ten percent of the 1977 survey forms had to be discarded because they were less than half completed or were invalidated by multiple marking of a large proportion of single response items.

Results will be reported according to the model proposed. Geographical residence of respondents will be compared with service area and college enrollment proportions of the population. The purpose of this comparison is to assess the degree to which the samples represent the population distribution in the community served. Personal characteristics of respondents will be reported in relation to the characteristics of the student-body to assess the degrees to which the samples reflect the distributions of characteristics of students enrolled. Next, the students' perceptions of the importance of the learning objectives will be reported in rank order and comparisons made between the two samples. The importance of credits and degree objectives will be compared between samples and among like groupings of records of accomplishment.

Students' reports of use and helpfulness of support services will be related to residence and personal characteristics, and comparisons among services according to recipient ratings will be made by an index termed "Ratio of Helpfulness."

TABLE I

GEOGRAPHIC RESIDENCE
COMPARISON - SAMPLES
POPULATION AND ENROLLMENT

| COMMUNITY | ZIP CODES | POPULATION SERVICE AREA - % OF: | ENROLLMENT FALL 1976 % OF: | SAMPLE 1976 % OF: | SAMPLE 1977 % OF: |
|---|---|---|---|---|---|
| Carson | 90745-6 | 24% | 17% | 11% | 8% |
| Gardena | 90246 thru 90249 | 14% | 7% | 4% | 4% |
| Harbor City | 90710 | 4% | 5% | 4% | 4% |
| Lomita | 90717 | 5% | 5% | 3% | 3% |
| Palos Verdes Peninsula | 90274 | 13% | 17% | 17% | 17% |
| San Pedro East | 90731 | 12% | 14% | 12% | 10% |
| San Pedro West | 90732 | 10% | 8% | 7% | 6% |
| Torrance | 90501-2 | 8% | 5% | 4% | 3% |
| Wilmington | 90744 | 10% | 9% | 5% | 8% |
| Other | - | - | 13% | 10% | 15% |

Population information derived from Census Tract data of 1970 U.S. Census.

Geographic Residence: Society to be Served

Table I compares the proportional relationships of the number of residents in each community to the total primary service area population, of student enrollees from each community to total enrollment in Fall 1976 and numbers of respondents who listed particular Zip Codes to total sample sizes.

Residences of respondents as reported by Zip Codes describe samples which approximate the enrollment pattern reported for the student body in most communities. Table I provides the comparisons as generated by the SPSS Frequencies tables.

The Crosstabs tables do not provide adequate information to make finer generalizations because of the large number of cells and the missing data from those who did not respond to all items. The importance of writing in Zip Codes was stressed in the administration of both surveys; however, 24% of 1976 and 22% of 1977 respondents did not comply with the request. Although the N's in many cells are too small to make population inferences, the Crosstabs tables will be used by various services as descriptive indicators of need for further study.

Carson residents composed 24% of the total population in the 1970 census. Enrollment from this area equalled 17% of the college student body. Eleven percent of the 1976 and 8% of 1977 respondents identified Carson as their residence.

Gardena residents represent 14% of the total service area population and 7% of the 1976 student body. Only 4% of the 1976 and 1977 samples listed a Gardena Zip Code.

The chart shows that these are the two communities most underrepresented in the student body as well as in the sample. West San Pedro and Torrance are slightly underrepresented.

West San Pedro had 10% of the population, 8% of enrollment and 6% and 7% of the beginning and completing samples.

Torrance had 5% of the population, 5% of enrollment and 3% and 4% of beginning and end of semester samples.

Except for San Pedro, the areas listed are in close proximity to other community colleges; and residents, particularly part timers, may be attending campuses closer to their homes. Proximity was the major reason

for choice of college, checked by 53% of over 1000 Harbor College students in a Los Angeles Community College District (LACCD) survey conducted in Fall 1976.

Harbor City and Lomita are equitably represented in enrollment and by the samples, with all measures falling between three and five percent. East San Pedro, with 12% of the population and 14% of enrollees is represented by 10% of registrants and 12% of completers.

Palos Verdes Peninsula with 13% of the population has a higher representation in both an enrollment of 17% and sample contributions of 17% each year. This area is described by the highest socio-economic indicators in the service area (Appendix B). Educational indicators show that the average number of years of schooling for adults is 16 years; four years above the area average of 12 years. Incidence of adults with less than eight years of education is less than 0.5% and not reported. The Peninsula is the community farthest removed in distance from the College within its prime service area.

Wilmington, the community within which the College is located, contributed 10% to the total population, 9% to enrollment, 8% to the entering sample and 5% to the completing sample. It is the only community to have lower representation among the end of semester respondents than among those registering. The category "Other" does have lower representation in 1976 than in 1977, but it includes all Zip Codes near and far. Wilmington is described by the lowest socio-economic indicators in the service area. The average number of years of education for adults is 10.8 and 34.4% of residents have less than eight years of formal education.

Sample Characteristics: Learners to be Taught

Table II compares the summarized personal characteristics checked by respondents to the two surveys. Percentages are relative frequencies of total samples. Sample sizes were 920 for 1976 and 803 for 1977.

Age: The largest proportion of respondents in both samples was the 19 to 24 year olds. One-half of the completing students were in this six year span as were 38% of those registering. The next largest groups were the 25 to 34 year old enrollees (26%) and completers (16%) and the under 19 end of semester students (19%). Students in the entering sample (1977) were older as a group than were those taking finals in 1976. Sixty-nine percent of the students who were completing their courses for credit were under 25 as compared to 50% of registrants. Fourteen percent of completers and 21% of registrants are over 35. The most current information (Spring 1975) relating age to enrollment taken from registration data is more similar to the 1977 sample distribution than to the 1976 ratios. Those figures are: under 25, 57%; 25 to 34, 25%; 35 to 50, 16%; and over 50, 5%.

Sex: Females outnumbered males in both surveys, by 10% in 1976 and 6% in 1977. Actual enrollment percentages are female 47% and male 53%, and service area proportions 51% female and 49% male.

Veteran: Approximately one-fifth of respondents in both samples affirmed a veteran status. VCIP records count veterans as 10% of college enrollment.

Marital Status: Single students made up the largest category of both samples; however, their proportional representation was greater for completers than for enrollees. In 1976, 59% of respondents were single and 30% married, and in 1977, 47% were single and 37% married. Divorced and widowed representation was similar in both years, comprising 8% of the end of semester and 10% of beginning samples. This is a far smaller proportion than is reported to exist for the general population.

TABLE II

COMPARISON OF SAMPLE
CHARACTERISTICS 1976-1977

| | | | | | |
|---|---|---|---|---|---|
| TOTAL N'S | Samples 1976=920; 1977=803 | ENROLLMENT: | 1976=10,908 | 1977=12,100 | |
| AGE: | Under 19 | 19-24 | 25-34 | 35-50 | Over 50 |
| 1976 | 173(19%) | 464(50%) | 151(16%) | 110(12%) | 22(2%) |
| 1977 | 99(12%) | 307(38%) | 205(26%) | 111(14%) | 53(6%) |
| SEX: | Female | Male | VETERAN: | Yes | No |
| 1976 | 491(53%) | 397(43%) | | 202(22%) | 676(74%) |
| 1977 | 402(50%) | 352(44%) | | 159(20%) | 408(51%) |
| MARITAL STATUS: | Married | Single | Divorced | Widowed | |
| 1976 | 278(30%) | 541(59%) | 68(7%) | 13(1%) | |
| 1977 | 300(37%) | 380(47%) | 63(8%) | 19(2%) | |
| ETHNICITY: | Black | Chicano | Asian | Samoan | White |
| 1976 | 155(17%) | 111(12%) | 119(13%) | 25(3%) | 510(55%) |
| 1977 | 94(12%) | 131(16%) | 82(10%) | 11(1%) | 422(53%) |
| EDUCATIONAL LEVEL: | Under 8th | 9 to 11 | High School | College Grad | Other |
| 1976 | 80(9%) | 30(3%) | 546(59%) | 145(16%) | 119(13%) |
| 1977 | 35(4%) | 35(4%) | 462(58%) | 126(16%) | 107(13%) |
| INCOME: | Under $4000 | $5000 to $7999 | $8000 to $11999 | $12 to $16 | $16+ |
| 1976 | 541(59%) | 101(11%) | 96(10%) | 86(9%) | 96(10%) |
| 1977 | 278(35%) | 116(14%) | 98(12%) | 101(14%) | 137(17%) |
| HOURS OF WORK PER WEEK: | 0 to 10 | 11 to 20 | 20 to 30 | 40 Hrs. | Not Employed |
| 1976 | 256(28%) | 160(17%) | 180(20%) | 188(20%) | 136(15%) |
| 1977 | 135(17%) | 120(15%) | 121(15%) | 259(32%) | 116(14%) |
| NO. OF UNITS ENROLLED BEGINNING OF SEMESTER: | 0 - 3 | 4 - 8 | 9 - 12 | 13 - 18 | 19+ |
| 1976 | 119(13%) | 134(15%) | 223(24%) | 373(41%) | 71(8%) |
| 1977 | 173(22%) | 159(20%) | 184(23%) | 187(23%) | 43(5%) |
| NO. OF UNITS COMPLETED THIS SEMESTER: | 0 - 3 | 4 - 8 | 9 - 12 | 13 - 18 | 19+ |
| 1976 | 148(16%) | 151(16%) | 269(29%) | 273(30%) | 79(9%) |
| 1977 | 195(24%) | 101(13%) | 150(19%) | 126(16%) | 70(9%) |
| REASONS FOR DROPPING COURSES: | Too Hard | Home Work | Wrong Content | Boring | Time Conflict |
| 1976 | 382(42%) | 69(8%) | 120(14%) | 125(14%) | 224(24%) |
| 1977 | 79(10%) | 58(7%) | 80(10%) | 126(16%) | 144(18%) |

Ethnicity: Ethnic representation in the samples appears to be generally representative of the distributions in the student body and in the service area. However, the general population 1970 census data is seriously outdated. The ethnic composition of Carson, Gardena, Harbor City, and Wilmington is known to be in the process of substantive change in the direction of increased Asian, Black, Chicano, and Samoan residence. San Pedro and the Peninsula are experiencing similar but slower change. Estimates relating to current ethnic ratios vary according to the purpose of the estimator, so it appears that valid information will not be available until the 1980 census. For this reason 1970 information is used as a compatible base.

Blacks were represented by a larger proportion of completers, 17%, than their proportions of Spring 1976 enrollment, which was 13%, and area 1970 population, which was 14%. Their 12% contribution to the entering sample probably underrepresents current residential ratios.

Chicanos are represented in the entering sample by the same proportion, 16%, as their 1976 enrollment, 15%. They are slightly less represented among completers, 12%; and have the least representation of all ethnic categories in relation to their 19% share of the total population in 1970. Hispanic is the largest and most rapidly expanding minority classification in all of Los Angeles County.

Asians are also increasing their numbers in the Harbor area, but they comprise a much smaller proportion of the total population, 7%. They were represented by 9% of 1976 enrollment, 10% of entering sample and 13% of completing sample.

Samoans, a relatively recent California resident category to be identified, are estimated to number over 60,000 in the Los Angeles basin. It is now stated that there are more Samoans in this area than are left in American Samoa. They

contributed 1% to the 1976 enrollment, 1% of the registering student sample and 3% to the completing student sample.

White is the inclusive classification to cover most ethnicities not categorized as a specific minority (Responses were limited to five values by mechanical constraints of the 1976 survey instrument). Whites comprised 60% of the population in 1970 census, 58% of 1976 enrollment, 53% of entering sample and 55% of completing student sample.

Educational Level: Sample distributions were particularly similar in regard to the educational background of respondents. Three-fifths of both groups were high school graduates and one-sixth of each were college graduates. "Other," which was explained to respondents to mean apprenticeship training, professional license or advance degrees, accounted for 13% of both samples. The one apparent difference is in the category of students who claimed a less than eighth grade background. Their representation was twice as great among the completers as it was for registrants. They comprised 9% of the 1976 sample and only 4% of the 1977 sample, which included the added responses from the developmental program. Almost 90% of both samples reported a minimal educational background of high school completion.

Income: Income distributions of both samples were decidedly skewed toward the very low levels. The completing students reported incomes in the low categories in much greater proportions than reported by registrants. Fifty-nine percent of 1976 students reported incomes of under $4,000 per year. This is the same percentage of students who reported a personal income of less than $4,000 in the LACCD survey of Fall 1976. Seventy percent of completing respondents claimed an income of less than $8,000 per year and 19% an annual income of greater than $12,000. Forty-nine percent of incoming students reported an annual income of less than $8,000 and 31% reported over $12,000 per year.

Hours of Work/Week: Students surveyed at the end of semester reported working less hours than did registrants. In the 1976 sample 43% were working ten hours or less per week or were unemployed and 20% were working 40 hours or more. In 1977, 32% worked ten hours or less or not at all and 32% were in the 40 or more hours of work per week category. Forty percent of the Fall 1976 LACCD survey students were in the zero to 10 hour/week category.

Units Attempted and Completed: Valid comparisons cannot be made between beginning and completing students regarding relationships of units attempted to units completed, because registering students probably interpreted the item "No. of units completed this semester" to refer to the previous semester. It was not an appropriate question to be asked at that time. However, end of semester students reported enrolling in the categories of higher numbers of units in greater proportions than did entering students.

Comparison of 1976 responses to units attempted to units completed indicates an 11% drop in the 13 to 18 unit category from 41% to 30% and a concurrent increase in the lesser unit categories of 5% for 9 to 12 units, 1% for 4 to 8 units, and 3% for 0 to 3 units. It is interesting to note that eight more students reported completing 19+ units than reported enrolling in 19+. A possible explanation could be that they enrolled mid-semester in a short term course.

Reasons for Drop: The major reasons checked for dropping classes by the completing students were "Too Hard," 42%, and "Time Conflict," 24%. "Wrong Content" and "Boring" each were selected by 14% of the students and the smallest proportion of 8% listed "Time Conflict."

The largest proportion of registering students, 18%, reported "Time Conflict" as the major reasons for dropping. Their response may have been influenced by standing in lines trying to be enrolled in their selected course schedules. "Boring" was listed by 16%, followed by 10% each for "Too Hard" and "Wrong Content." "Homework" was checked by only 7% of students.

Objectives: Knowledge to be Learned

Table III is a listing of the fifty-seven objectives ranked in order of importance to the largest proportion of respondents in the 1976 survey. Ordinal values were assigned to the responses of Importance: High, 0; Medium, 1; Low, 2; and No Interest, 3. A mean was determined for each item, not as a measure of average importance, but as an indicator of collective importance to rank order the items. The table lists each objective as it appeared on the survey instrument, the category within which the objective is listed on the questionnaire, and indicators of the objectives' relative importance for both samples.

The indicators for each sample are:

Rank - numbered 1 to 57 in descending order of proportional importance.

Mean - collective statistic by which ranking was determined.

Hi + Med. Import. - the percent of total respondents who checked high or medium importance on the item.

No Interest - the percent of total respondents who checked no interest on the item.

Spearman's rho ($r_s$) calculated by ordinal rank integers equals + .954 which indicates a high degree of match between the two rankings as the positive range of the statistic is from 0 to +1 as a measure of no to perfect match.

Objectives ranked one to four for both samples were:

1) To increase my effectiveness in accomplishing my goals.
2) To take academic courses for advancement.
3) To improve my self-confidence.
4) To develop self-discipline and effective time management.

Included in the top third (19 items) of ranked objectives were:

a) 8 of 10 objectives categorized as SELF-AWARENESS (most of the statements used active verbs so the classification would have been better termed SELF-DEVELOPMENT),

TABLE III: OBJECTIVES ORDERED BY IMPORTANCE

$r_s = .954$

| OBJECTIVES | Category* | Spring, '76 End Semester | | | | Spring, '77 Begin Semester | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Rank | Mean | HI+MED Import % | No Interest | Rank | Mean | HI+MED Import % | No Interest |
| To increase my effectiveness in accomplishing my goals. | D | 1 | .635 | 82 | 7 | 1 | .546 | 84 | 7 |
| To take academic courses for advancement. | A | 2 | .742 | 79 | 9 | 2 | .905 | 73 | 14 |
| To improve my self-confidence. | D | 3 | .817 | 76 | 9 | 3 | .906 | 72 | 12 |
| To develop self-discipline and effective time management. | D | 4 | .919 | 73 | 10 | 4 | .936 | 71 | 12 |
| To improve my ability in English. | B | 5 | .964 | 72 | 14 | 17 | 1.237 | 61 | 23 |
| To cope effectively with life situations. | D | 6 | .967 | 72 | 12 | 9 | 1.012 | 66 | 13 |
| To prepare for management/professional position. | A | 7 | .969 | 70 | 14 | 8 | 1.001 | 67 | 17 |
| To improve my study skills. | B | 8 | .990 | 70 | 12 | 15 | 1.169 | 63 | 20 |
| To develop ease in dealing with people. | E | 9 | .990 | 71 | 12 | 7 | .981 | 68 | 12 |
| To develop analytical thinking. | B | 10 | .991 | 72 | 11 | 16 | 1.181 | 65 | 18 |
| To increase my self-respect. | D | 11 | 1.018 | 71 | 13 | 5 | .947 | 69 | 12 |
| To have fun in a variety of courses. | C | 12 | 1.018 | 69 | 11 | 14 | 1.135 | 62 | 14 |
| To improve my ability in reading. | B | 13 | 1.026 | 69 | 15 | 21 | 1.262 | 59 | 23 |
| To find out if there is a job I would really like. | A | 14 | 1.049 | 70 | 16 | 29 | 1.333 | 58 | 25 |
| To examine my personal values. | D | 15 | 1.055 | 68 | 13 | 10 | 1.076 | 65 | 15 |
| To appreciate and respect other people's values. | E | 16 | 1.057 | 69 | 13 | 11 | 1.083 | 61 | 14 |
| To understand why I act as I do. | D | 17 | 1.079 | 66 | 15 | 18 | 1.248 | 58 | 18 |
| To interact with others with similar concerns. | D | 18 | 1.098 | 68 | 13 | 6 | .971 | 71 | 10 |
| To develop problem solving skills. | B | 19 | 1.118 | 65 | 14 | 20 | 1.259 | 61 | 20 |

*A - Employment B - Basic Skills C - Personal Interests and Creativity
D - Self-Awareness E - Social Interaction F - Life in General

TABLE III: OBJECTIVES ORDERED BY IMPORTANCE

| OBJECTIVES | Category* | Spring, '76 End Semester | | | | Spring, '77 Begin Semester | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Rank | Mean | HI+MED Import % | No Interest | Rank | Mean | HI+MED Import % | No Interest |
| To change and/or modify my life-style. | F | 20 | 1.160 | 64 | 13 | 13 | 1.121 | 61 | 13 |
| To gain recognition as an expert in my field. | A | 21 | 1.163 | 63 | 18 | 12 | 1.117 | 63 | 17 |
| To interact with other people of similar ideas and backgrounds. | E | 22 | 1.166 | 60 | 14 | 25 | 1,288 | 57 | 17 |
| To interact with other people of different ideas and backgrounds. | E | 23 | 1.172 | 66 | 15 | 22 | 1.264 | 58 | 16 |
| To make friends with others of different backgrounds than my own. | D | 24 | 1.185 | 64 | 13 | 19 | 1.255 | 57 | 16 |
| To improve my ability in math. | B | 25 | 1.186 | 62 | 18 | 26 | 1.304 | 57 | 22 |
| To increase understanding of current events. | C | 26 | 1.193 | 63 | 13 | 28 | 1.317 | 61 | 19 |
| To find out how to get a job. | A | 27 | 1.195 | 64 | 16 | 23 | 1.279 | 60 | 23 |
| To make friends on campus. | E | 28 | 1.206 | 64 | 16 | 35 | 1.397 | 51 | 18 |
| To gain information for improvement of health and nutrition. | F | 29 | 1.231 | 61 | 19 | 36 | 1.437 | 60 | 25 |
| To learn and understand why others act as they do. | E | 30 | 1.257 | 62 | 19 | 24 | 1.285 | 55 | 20 |
| To improve my ability in speech. | B | 31 | 1.262 | 59 | 20 | 27 | 1.317 | 56 | 24 |
| To learn about other countries, languages, and culture. | F | 32 | 1.284 | 59 | 17 | 31 | 1.353 | 52 | 19 |
| To expand appreciation of fine arts. | C | 33 | 1.295 | 58 | 19 | 41 | 1.617 | 45 | 28 |
| To discuss ideas with other learners. | C | 34 | 1.361 | 54 | 17 | 32 | 1.356 | 56 | 18 |
| To learn to improve family relationships. | E | 35 | 1.365 | 55 | 19 | 34 | 1.383 | 51 | 20 |
| To get along better with others at work. | E | 36 | 1.366 | 56 | 19 | 33 | 1.359 | 52 | 19 |

*A - Employment B - Basic Skills C - Personal Interests and Creativity
D - Self-Awareness E - Social Interaction F - Life in General

TABLE III: OBJECTIVES ORDERED BY IMPORTANCE

| OBJECTIVES | Category | Spring, '76 End Semester | | | | Spring, '77 Begin Semester | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Rank | Mean | HI+MED Import % | No Interest | Rank | Mean | HI+MED Import % | No Interest |
| To enjoy self-expression in creative activity. | C | 37 | 1.412 | 52 | 20 | 40 | 1.520 | 48 | 22 |
| To increase cultural awareness. | C | 38 | 1.429 | 54 | 21 | 30 | 1.351 | 54 | 20 |
| To take vocational courses for advancement. | A | 39 | 1.429 | 55 | 27 | 38 | 1.462 | 51 | 27 |
| To learn about consumer rights. | F | 40 | 1.437 | 52 | 20 | 39 | 1.466 | 49 | 20 |
| To participate with others in workshops and projects. | E | 41 | 1.449 | 53 | 20 | 37 | 1.461 | 51 | 19 |
| To gain information to help me to build a good marriage. | F | 42 | 1.514 | 50 | 28 | 45 | 1.728 | 40 | 33 |
| To learn about politics and government. | F | 43 | 1.529 | 50 | 24 | 42 | 1.659 | 41 | 25 |
| To develop talents in applied arts. | C | 44 | 1.535 | 47 | 26 | 47 | 1.789 | 37 | 32 |
| To learn about parenting. | F | 45 | 1.548 | 48 | 28 | 44 | 1.723 | 37 | 31 |
| To learn skills for leisure activities. | F | 46 | 1.576 | 47 | 27 | 45 | 1.741 | 40 | 33 |
| To learn to establish my own business. | A | 47 | 1.690 | 43 | 34 | 43 | 1.722 | 42 | 35 |
| To learn practical repair skills. | F | 48 | 1.727 | 41 | 35 | 49 | 1.819 | 33 | 32 |
| To develop physical skills in sports. | B | 49 | 1.804 | 37 | 36 | 52 | 2.017 | 30 | 42 |
| To be a leader in group activities. | E | 50 | 1.868 | 35 | 35 | 51 | 1.972 | 29 | 37 |
| To participate in student activities | E | 51 | 1.903 | 33 | 36 | 56 | 2.057 | 26 | 40 |
| To learn practical household skills | F | 52 | 1.911 | 34 | 41 | 54 | 2.075 | 25 | 40 |
| To improve natural language other than English. | B | 53 | 1.920 | 33 | 40 | 48 | 1.808 | 38 | 37 |

*A - Employment B - Basic Skills C - Personal Interests and Creativity
D - Self-Awareness E - Social Interaction F - Life in General

TABLE III: OBJECTIVES ORDERED BY IMPORTANCE

| OBJECTIVES | Category* | Spring '76 End Semester | | | | Spring, '77 Begin Semester | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Rank | Mean | HI+MED Import % | No Interest | Rank | Mean | HI+MED Import % | No Interest |
| To be a counselor. | E | 54 | 1.930 | 33 | 41 | 55 | 2.083 | 25 | 43 |
| To be a tutor or teaching aide. | E | 55 | 1.935 | 32 | 39 | 53 | 2.028 | 28 | 41 |
| To participate in team athletics. | E | 56 | 1.938 | 33 | 41 | 57 | 2.120 | 24 | 46 |
| To discover the values of student government. | D | 57 | 1.943 | 32 | 38 | 50 | 1.918 | 33 | 35 |

*A - Employment B - Basic Skills C - Personal Interests and Creativity
D - Self-Awareness E - Social Interaction F - Life in General

b) 5 of 9 Basic Skills objectives (2 of the skills listed relate to special populations of persons interested in sports or those whose natural language is other than English),

c) 3 of 7 Employment related objectives,

d) 3 of 13 Social Interaction objectives, and

e) 2 of 7 Personal Interest and Creativity objectives.

The major difference noted is between the ranking of the objectives within the category of Basic Skills. Greater proportions of the sample of completing students rated the improvement of abilities in English, study skills, analytical thinking, reading and problem solving skills as more important than did the entering students sampled.

"To take vocational courses for advancement" was rated as of high or medium importance by 55% and 51% of respondents. This item may have been interpreted differently by students than it is by educators. Many courses included in an occupational major are transferable and are categorized as academic by students.

Participation in sports, athletics, student activities and student government cluster within the last ten of the objectives. This cannot be interpreted as a lack of interest. One quarter to one-third of the respondents checked these items as important. One-third of the students responding to both surveys rated the improvement of a natural language other than English as an objective which is important to their educational development.

All of the objectives, individually or clustered according to a particular curriculum or service, may be cross tabulated with student characteristics to provide information to faculty on the relationships between motivation and potential special interest groups.

Credit Objectives: Students rated the importance to themselves of the various measures of work completed according to the same scale as that used for learning objectives. Table IV lists all of these measures of accomplishment such as grades, course credits, and degrees in order of proportional importance to numbers of students as a comparison among the measures. Objectives are ranked in order of means for the 1976 survey according to the same rationale as that used for the ranking of learning objectives. Spearman's rho ($r_s$), calculated to compare the ordering of credit objectives for completing and registering students is .905 indicating a very high degree of positive rank correlation.

TABLE IV

CREDIT OBJECTIVES ORDERED BY IMPORTANCE

$r_s$ = .905

| | 1976 | | 1977 | |
|---|---|---|---|---|
| | Rank | Mean | Rank | Mean |
| Transferable Credit | 1 | .552 | 2 | .831 |
| Bachelor's Degree | 2 | .624 | 3 | .836 |
| Letter Grade | 3 | .757 | 1 | .760 |
| Associate of Arts Degree | 4 | .850 | 4 | 1.005 |
| Professional License | 5 | .992 | 5 | 1.085 |
| Vocational Certificate | 6 | 1.371 | 7 | 1.539 |
| Credit/No Credit Grade | 7 | 1.402 | 6 | 1.506 |
| Non-Transferable Credit | 8 | 1.736 | 8 | 1.981 |

Transferable Credit and a Bachelor Degree (BA/BS) were the top ranked objectives for the entire survey for completing students. They were rated as of high or medium importance by 84% and 82% of respondents. Only 8% and 9% of these students found them to be of no interest. A cross tabulation has not been performed to determine the credit objectives of the 16% who reported themselves to be college graduates. Registering students affirmed the importance of these objectives in second and third ranked positions by 72% and 70% as shown in Table V. No interest was indicated by 14% and 15% of these respondents. The

highest ranked credit objective of enrolling students was a letter grade (A, B, C, D, F, W) as checked by 74%.

These grades were important to 80% of completing students and third in rank order. Next in order of importance for both samples were an Associate of Arts degree, 74% for 1976 and 67% for 1977, and a Professional License, 69% for 1976 and 61% for 1977. Approximately, one-half of each sample gave importance to a Vocational Certificate and to being graded on the Credit/No Credit basis. A fourth of each sample stated no interest in these objectives. The smallest proportion of respondents in both samples gave importance to Non-Transferable Credit, 39% of completers and 30% of registrants.

TABLE V: CREDIT OBJECTIVES

COMPARISON OF IMPORTANCE
1976 - 1977

| | GRADES | | | | CREDIT | | | |
|---|---|---|---|---|---|---|---|---|
| | Letter A - D | | C/NCR | | Transferable | | Non-Transferable | |
| IMPORTANCE: | HI+MED | NO INT | HI+MED | NO INT | HI+MED | NO INT | HI+MED | NO INT |
| 1976 | 80% | 8% | 55% | 25% | 84% | 8% | 39% | 32% |
| 1977 | 74% | 8% | 45% | 24% | 72% | 14% | 30% | 40% |
| | CERTIFICATION | | | | DEGREE | | | |
| | Vocational Certificate | | Professional License | | A.A. | | B.A. or B.S. | |
| IMPORTANCE: | HI+MED | NO INT | HI+MED | NO INT | HI+MED | NO INT | HI+MED | NO INT |
| 1976 | 55% | 25% | 69% | 17% | 74% | 12% | 82% | 9% |
| 1977 | 46% | 28% | 61% | 21% | 67% | 19% | 70% | 15% |

Table V indicates that a greater proportion of completers than registrants give importance to all categories of credit, particularly to Transferable credit and Bachelor Degrees.

Use and Value of Services: Counseling and instructional support services are integral components of the college program. The questions to be investigated were the numbers and characteristics of students who use the services and the effectiveness of the services in helping students to accomplish their goals. Response options were Helpfulness: "Very," "Somewhat," "Not at All," and "Haven't Used." This report of responses separates services into "Instructional" and "Support" according to their operational responsibility to Deanships. Each report segment, together with the printouts of cross tabulated variables pertinent to the particular service, will be provided to the appropriate Dean as needs analysis information. All personnel may use the more detailed information contained in the Crosstab tables as the basis for development of program and process objectives.

Tables VI through IX compare all of the services in respect to relationships of use between survey samples and among categories of student characteristics. The column labeled "Use" is the sum of the first three columns and indicates the percent of respondents who reported having used the service. "Ratio of Helpfulness" is a measure calculated to indicate the ratio of students, who found a service to be somewhat or very helpful, to all of the students, who reported use. The purpose of this measure is to provide a common indicator for comparison and for identification of areas of possible weakness for study and improvement or areas of strength for expansion. The "Haven't Used" category may be used as an indicator of need for informing particular groups of students of the availability and intent of services in helping them to pursue their learning objectives.

TABLE VI

USE AND VALUE OF SERVICES - INSTRUCTIONAL
COMPARISON 1976 - 77

| HELPFULNESS: | VERY | SOME-WHAT | NOT AT ALL | HAVEN'T USED | USE* | RATIO OF HELPFULNESS** |
|---|---|---|---|---|---|---|
| Reading Lab | | | | | | |
| 1976 | 19% | 16% | 11% | 52% | 46% | 77% |
| 1977 | 13% | 14% | 7% | 57% | 34% | 80% |
| Math Lab | | | | | | |
| 1976 | 16% | 15% | 12% | 55% | 43% | 72% |
| 1977 | 12% | 12% | 6% | 60% | 30% | 79% |
| Instructor Advisement | | | | | | |
| 1976 | 23% | 18% | 15% | 42% | 56% | 73% |
| 1977 | 13% | 14% | 8% | 55% | 35% | 77% |
| Cooperative Education | | | | | | |
| 1976 | 17% | 14% | 12% | 55% | 43% | 72% |
| 1977 | 10% | 11% | 8% | 60% | 29% | 72% |
| Women's Center | | | | | | |
| 1976 | 12% | 9% | 13% | 67% | 34% | 62% |
| 1977 | 9% | 9% | 7% | 65% | 25% | 72% |

*Use = % of respondents who checked a measure of helpfulness

**Ratio of Helpfulness = $\frac{\text{Very + Somewhat}}{\text{Very + Somewhat + Not at all}}$

Table VI compares the services which are responsible to the Office of Instruction. The indicators of use do not provide much variation to distinguish among services. Most services were used by just under one-half of the completing respondents and approximately 70% rated them as helpful. The exception is the Women's Center which is new to the campus and serves a special audience. Advisement by instructors was used by the largest proportion of students (56%) and was rated helpful by 73% of them. A smaller proportion of entering students (25% to 35%) reported use. This is to be expected as many were new to the campus, but a slightly larger percentage of registrant users found the services to be helpful than did the completing users.

TABLE VII

USE AND VALUE OF SERVICES - SUPPORT
COMPARISON 1976 - 1977

| HELPFULNESS: | VERY | SOME-WHAT | NOT AT ALL | HAVEN'T USED | USE* | RATIO OF HELPFULNESS** |
|---|---|---|---|---|---|---|
| Academic Counseling | | | | | | |
| 1976 | 19% | 22% | 17% | 39% | 58% | 70% |
| 1977 | 12% | 21% | 9% | 47% | 42% | 78% |
| Career Guidance Counseling | | | | | | |
| 1976 | 21% | 18% | 12% | 48% | 51% | 75% |
| 1977 | 12% | 12% | 9% | 56% | 33% | 74% |
| Personal Counseling | | | | | | |
| 1976 | 23% | 17% | 13% | 44% | 53% | 75% |
| 1977 | 13% | 15% | 7% | 54% | 35% | 80% |
| Involvement Center | | | | | | |
| 1976 | 14% | 10% | 13% | 61% | 37% | 65% |
| 1977 | 6% | 9% | 7% | 67% | 22% | 69% |
| Placement Office | | | | | | |
| 1976 | 16% | 18% | 14% | 50% | 48% | 71% |
| 1977 | 12% | 17% | 9% | 52% | 38% | 76% |
| Student Work Study | | | | | | |
| 1976 | 17% | 14% | 12% | 54% | 43% | 72% |
| 1977 | 7% | 10% | 7% | 63% | 24% | 71% |
| Financial Aid | | | | | | |
| 1976 | 20% | 11% | 12% | 55% | 43% | 72% |
| 1977 | 13% | 9% | 7% | 60% | 29% | 76% |

*Use = % of respondents who checked a measure of helpfulness

**Ratio of Helpfulness = $\frac{\text{Very + Somewhat Helpful}}{\text{Very + Somewhat + Not at all}}$

Table VII compares the services which are responsible to the Office of Student Personnel Services. Indicators of use and ratio of helpfulness fall within the same general ranges as described in Table VI. Entering students reported a lower proportional use with a greater measure of having been helped

than did completing students. Academic Counseling was used by the greatest number of students in both samples, 58% in 1976 and 42% in 1977 with 71% of end of semester and 79% of registrants reporting helpfulness. These proportions are quite similar to those reported for Instructor Advisement.

Career Guidance and Personal Counseling services were used by one-half of completers and one-third of registrants and approximately three-fourths of them found the use helpful. It must be noted that students did not have the opportunity to specify whether the personal counseling was provided by instructors, program directors or counselors. The Involvement Center has a smaller proportional use by students (37%), but it is partially dedicated to community use which would not have been reported in these surveys. Its indicator of helpfulness should be interpreted with recognition that it serves persons in crisis situations and many with long term maladaptive behavioral problems.

A little less than half of the respondents reported use of the other support services and nearly three-fourths of them felt that they were helped.

Tables VIII and IX compare the "Ratios of Helpfulness" and "Haven't Used" responses to selected instructional and support services according to the various categories of selected student characteristics. These comparisons are examples of the kind of relationships which might be studied to assess and strengthen services. Actual numbers of responses within cells must be considered before using percentages to generalize to the college population represented; however, certain patterns of relationships are apparent and indicate a focus for study.

Age: An obvious pattern exists in the relationship between age level and the students' rating of helpfulness of services. Respondents over fifty,

TABLE VIII

USE AND VALUES OF SERVICES - INSTRUCTIONAL - 1976
RELATED TO PERSONAL CHARACTERISTICS AND RESIDENCE

| | Reading Lab | | Instructor Advisement | | Cooperative Education | |
|---|---|---|---|---|---|---|
| COMPOSITE | Ratio of Help 77% | Haven't Used 52% | Ratio of Help 73% | Haven't Used 42% | Ratio of Help 72% | Haven't Used 55% |
| AGE: | | | | | | |
| Under 19 | 85 | 52 | 77 | 46 | 83 | 51 |
| 19 - 24 | 70 | 56 | 69 | 43 | 67 | 59 |
| 25 - 34 | 72 | 53 | 66 | 42 | 64 | 53 |
| 35 - 50 | 83 | 46 | 90 | 43 | 84 | 60 |
| Over 50 | 91 | 50 | 85 | 41 | 100 | 46 |
| SEX: | | | | | | |
| Female | 81 | 56 | 77 | 44 | 76 | 59 |
| Male | 72 | 52 | 70 | 43 | 69 | 55 |
| ETHNICITY: | | | | | | |
| Black | 84 | 38 | 85 | 41 | 87 | 40 |
| Chicano | 80 | 45 | 73 | 41 | 79 | 52 |
| Asian | 79 | 40 | 73 | 36 | 75 | 50 |
| Samoan | 73 | 40 | 53 | 24 | 80 | 38 |
| White | 69 | 63 | 70 | 47 | 62 | 65 |
| EDUCATIONAL LEVEL: | | | | | | |
| Under 8th | 84 | 34 | 78 | 27 | 87 | 28 |
| 9 - 11 | 85 | 31 | 68 | 21 | 82 | 24 |
| High School | 73 | 59 | 71 | 49 | 66 | 63 |
| Coll. Grad. | 68 | 51 | 75 | 38 | 77 | 53 |
| ZIP CODE: | | | | | | |
| Carson | 76 | 52 | 69 | 40 | 76 | 52 |
| Gardena | 76 | 32 | 71 | 49 | 82 | 49 |
| Harbor City | 50 | 44 | 62 | 48 | 68 | 41 |
| Lomita | 100 | 74 | 77 | 52 | 50 | 85 |
| P.V. Peninsula | 77 | 69 | 69 | 54 | 64 | 68 |
| San Pedro, E. | 77 | 46 | 80 | 41 | 70 | 51 |
| San Pedro, W. | 67 | 51 | 74 | 37 | 71 | 65 |
| Torrance | 56 | 55 | 63 | 53 | 85 | 50 |
| Wilmington | 85 | 44 | 79 | 28 | 79 | 50 |

TABLE IX

USE AND VALUES OF SERVICES - SUPPORT - 1976
RELATED TO PERSONAL CHARACTERISTICS AND RESIDENCE

| | Academic Counseling | | Career G. Counseling | | Personal Counseling | | Placement Office | | Financial Aid Office | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Ratio | Haven't | Ratio | Haven't | Ratio | Haven't | Ratio | Haven't | Ratio | Haven't |
| | Help | Used | Help | Used | Help | Used | Help | Used | Help | Used |
| COMPOSITE | 70% | 39% | 75% | 48% | 75% | 44% | 71% | 50% | 72% | 55% |
| AGE: | | | | | | | | | | |
| Under 19 | 81 | 46 | 81 | 47 | 80 | 44 | 86 | 47 | 77 | 52 |
| 19 - 24 | 65 | 39 | 71 | 51 | 70 | 44 | 63 | 50 | 69 | 57 |
| 25 - 34 | 70 | 37 | 77 | 44 | 85 | 49 | 66 | 51 | 70 | 57 |
| 35 - 50 | 75 | 41 | 87 | 51 | 72 | 54 | 81 | 61 | 74 | 65 |
| Over 50 | 83 | 46 | 91 | 45 | 86 | 26 | 100 | 55 | 85 | 38 |
| SEX: | | | | | | | | | | |
| Female | 72 | 38 | 79 | 49 | 76 | 48 | 71 | 51 | 71 | 57 |
| Male | 69 | 43 | 74 | 50 | 75 | 44 | 69 | 51 | 71 | 59 |
| ETHNICITY: | | | | | | | | | | |
| Black | 83 | 38 | 84 | 38 | 88 | 37 | 84 | 43 | 78 | 41 |
| Chicano | 73 | 40 | 79 | 45 | 80 | 33 | 66 | 42 | 78 | 45 |
| Asian | 74 | 30 | 78 | 34 | 79 | 38 | 71 | 36 | 80 | 53 |
| Samoan | 67 | 28 | 87 | 40 | 64 | 36 | 88 | 33 | 75 | 33 |
| White | 64 | 44 | 71 | 57 | 68 | 53 | 65 | 60 | 63 | 66 |
| EDUCATIONAL LEVEL: | | | | | | | | | | |
| Under 8th | 85 | 39 | 87 | 23 | 84 | 27 | 82 | 37 | 71 | 30 |
| 9 - 11 | 83 | 21 | 76 | 17 | 81 | 30 | 79 | 20 | 88 | 43 |
| High School | 68 | 44 | 74 | 57 | 72 | 50 | 66 | 55 | 70 | 65 |
| Coll. Grad. | 65 | 39 | 77 | 43 | 76 | 45 | 78 | 52 | 75 | 51 |
| ZIP CODE: | | | | | | | | | | |
| Carson | 75 | 42 | 74 | 41 | 83 | 43 | 67 | 46 | 75 | 51 |
| Gardena | 65 | 38 | 70 | 38 | 79 | 41 | 50 | 39 | 69 | 52 |
| Harbor City | 42 | 41 | 89 | 46 | 71 | 36 | 74 | 42 | 60 | 55 |
| Lomita | 46 | 52 | 88 | 70 | 67 | 56 | 60 | 63 | 71 | 74 |
| P.V. Peninsula | 70 | 50 | 74 | 58 | 69 | 57 | 68 | 62 | 66 | 75 |
| San Pedro, E. | 67 | 36 | 77 | 46 | 72 | 38 | 76 | 42 | 72 | 45 |
| San Pedro, W. | 73 | 34 | 72 | 48 | 81 | 56 | 75 | 55 | 71 | 65 |
| Torrance | 70 | 33 | 70 | 50 | 72 | 55 | 67 | 48 | 71 | 65 |
| Wilmington | 74 | 38 | 89 | 42 | 86 | 37 | 67 | 44 | 74 | 41 |

consistently gave the highest ratings, 83% to 100%, to all services, followed by those under 19 whose range was 77% to 86%. Does this indicate that the older adult and the incoming teenager are less demanding or more appreciative of services provided or do the service providers react differently to these age groups? Lowest ratings for most services were given by the 19 to 24 year olds, 63% to 71%, with similar low rates reported by the 25 to 34 year olds; 64% to 85% of young adults in general were appreciably less satisfied with services than those at the top and bottom of the age range although there is no apparent relationship of use or non-use to age. What implications might this have in terms of the changing age distribution of the student body and continued need for services?

Sex: Females gave higher ratings, particularly to instructional and in lesser degree to support services although the rate of usage was similar for both sexes.

Ethnicity: Blacks indicated that all services were helpful to them in greater proportion than did any other ethnic classification designated and also exceeded the average use of all services.

Chicanos and Asians were close in most appraisals and make up the second major grouping in relation to appreciation of services. They tend as a group to be users more than the remaining ethnic categories. Samoans appear to use all services more than any other group and to rate employment related services highly and academically related services less favorably than do the other ethnicities.

Whites, collectively, report lesser use and less satisfaction with all services than do any other classification, and considering that they c pose 55% of the sample have tended to depress the helpfulness ratios of all services. Many hypotheses can be proposed as to factors which might determine these relationships depending on the perspective of the planners.

Educational Level: Respondents with less than eight years of school consistently report the highest proportional level of helpfulness, except for financial aids, and they also show a use level far greater than most other categories of educational background. The highest level of use of services was reported by students who had completed some high school; and with the exception of "Instructor Advisement," they gave all services a higher level of helpfulness ratio than average. High school graduates reported a decidedly lower level of use of all services and a lower ratio of helpfulness than their peers with less education or than college graduates.

Comparison will be made with beginning semester sample to investigate the hypothesis that the students with less than a high school background have been enabled to complete courses through their use of services. College graduates as a group rate all services more helpful than the sample average except for the Reading Lab and Academic Advisement.

Geographical Location: One pattern which emerges from the cross tabulating of usefulness of services with residence is that the extremes of socio-economic levels as determined by population indicators show a negative relationship to use and value of services for completing students. Palos Verdes Peninsula tends to rate all services average to low and reports low usage.

Wilmington, with the lowest set of indicators, reports a higher than average level of use of services and gives a high ratio of helpfulness to all services except Placement.

San Pedro, West, 90732, and San Pedro, East, 90731, the next highest and lowest socio-economic communities show similar though less pronounced proportions of use and perceptions of helpfulness.

Harbor City and Lomita show lower overall usage and ratings than average with the exception that both areas give very high ratings of helpfulness to Career Guidance Center.

# CHAPTER III

## ANALYSIS

The analysis of the relationships delineated in the chapter on results of survey responses is a chapter yet to be written. If the purpose of the study is to be achieved, the analyses and interpretations of all of the informational material developed will be conducted by the personnel responsible for the delivery and management and use of instructional and support services.

Information presented in this report plus the extensive amount of descriptive data contained in the cross tabulated SPSS printouts can serve as important components in the development of process and program objectives based on validated student interests. In terms of the educational model within which this study was structured, planners and participants will have the relationships defined among the three variables population descriptors by community of the "society to be served," personal characteristics, credit objectives and use and assessment of services which describe the "nature of the student to be taught;" and the "knowledge to be learned" as defined by student ratings of the learning objectives which motivate them to enroll and to participate in the educational process.

Objectives affirmed by the largest proportions of students cannot be interpreted as frivolous. Can the public, state or local trustees or the legislature argue against the development of self-confidence, self-discipline, increased effectiveness in the accomplishment of goals and advancement through participation in academic coursework? If this is the student consumer in a consumers market, faculty can strengthen its role in planning and implementation of services and curriculae by using their expertise to address student self-defined objectives by institutional and course objectives which will enable the students to achieve success.

Several questions might be investigated by studying the information available. Which courses address particular student objectives? Are there objectives important to particular groups or to the whole student body which are not being attended by a course or support service? Are there students with certain common clusters of characteristics that are not taking advantage of services or that do not find the services helpful? What relationship does residence have to enrollment, progress or use of services? The purpose of this study is to encourage the stimulation of these kinds of questions from the persons actually involved in the provision of instructional and support services and by the students, who actualize the educational process through their participation.

Persons involved in all roles which comprise the institutional educational process, i.e., instructor, learner, counselor, counselee, tutor, tutee, supervisor, trainee, colleague . . . will perceive relationships and conceive of different questions from the particular context of their individual experiences. It is anticipated that some of the questions so generated will provide an outline for further research studies relating community, student and learning.

The next step for this study is to determine the personal ranking of the objectives, particularly, at the high and low levels in relation to their residence and characteristics. It will be helpful to ascertain how individual prioritization of the objectives affects the grouped ranking.

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LOS ANGELES HARBOR COLLEGE
Prime Service Area

POPULATION CHARACTERISTICS

| ZIP CODE: | CARSON | GARDENA | HARBOR CITY | LOMITA | P. V. PENINSULA | SAN PEDRO EAST | SAN PEDRO WEST | TORRANCE | WILMINGTON | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | 90745-46 | 90246-49 | 90710 | 90717 | 90274 | 90731 | 90732 | 90501-2 | 90744 | |
| TOTAL POPULATION: | 87,619 | 51,230 | 13,469 | 20,238 | 49,937 | 43,162 | 35,292 | 30,906 | 38,054 | 369,907 |
| Female | 44,199 | 26,127 | 6,500 | 10,523 | 25,468 | 22,010 | 17,998 | 15,762 | 19,160 | 50.7% |
| Male | 43,420 | 25,103 | 6,969 | 9,715 | 24,469 | 21,152 | 17,294 | 15,144 | 18,894 | 49.3% |
| AGE: | | | | | | | | | | |
| Median | 21.8 | 32 | 23.5 | 28 | 34 | 30 | 31 | 25 | 25 | 29 |
| Under 19 | 47% | 33% | 42% | 34% | 40% | 35% | 31% | 40% | 41% | |
| 19-24 | 10% | 16% | 11% | 12% | 3% | 8% | 8% | 12% | 11% | |
| 25-44 | 30% | 25% | 28% | 25% | 28% | 23% | 33% | 25% | 24% | |
| 45-59 | 5% | 14% | 12% | 16% | 22% | 19% | 15% | 14% | 14% | |
| Over 60 | 6% | 12% | 7% | 13% | 7% | 15% | 13% | 9% | 10% | |
| ETHNICITY | | | | | | | | | | |
| Asian | -0-% | 24% | 4% | 2% | 1% | 3% | 1% | 6% | 7% | 6.5% |
| Black | 20% | 4% | 6% | -0-% | -0-% | 3% | 1% | 8% | 7% | 14.2% |
| Hispanic | 17% | 15% | 17% | 14% | 3% | 24% | 16% | 28% | 47% | 18.6% |
| Pacific Island | 8% | -0-% | 7% | 1% | -0-% | 1% | 1% | 3% | 4% | |
| White | 54% | 57% | 66% | 93% | 96% | 69% | 81% | 55% | 35% | 59.5% |
| INCOME: | | | | | | | | | | |
| Median | $11,694 | $12,386 | $12,213 | $10,126 | $24,180 | $ 8,987 | $13,718 | $10,652 | $ 8,190 | $10,430 |
| Poverty | 8% | 8% | 7% | 9% | -0-% | 10.4% | 3% | 8% | 17.5% | |
| EMPLOYMENT: | | | | | | | | | | |
| Pop. Employed | 32% | 47% | 33% | 39% | 36% | 33% | 36% | 37% | 31% | 38% |
| Professional & Mgt | 20% | 22% | 23% | 12% | 63% | 10% | 13% | 18% | 10% | 20% |
| Sales | 5% | 15% | 6% | 8% | 12% | 6% | 12% | 4% | 2% | |
| Clerical | 18% | 15% | 20% | 20% | 12% | 18% | 20% | 17% | 10% | |
| Skilled Voc. | 40% | 35% | 32% | 36% | 7% | 34% | 35% | 46% | 49% | |
| Labor & Household | 6% | 4% | 7% | 36% | 3% | 20% | 10% | 7% | 13% | |
| Service | 11% | 10% | 12% | 10% | 3% | 13% | 10% | 9% | 12% | |
| EDUCATION: | | | | | | | | | | |
| Average | 12.1 | 12 | 12.3 | 11.7 | 16 | 11.2 | 13 | 12 | 10.8 | 12 year |
| Under 8th | 20% | 18% | 17% | 21.5% | -0-% | 30% | 10% | 22% | 34.4% | |
| LAHC SPRING 1975 ENROLLMENT # & % | 1,730 (15.7%) | 729 (6.6%) | 570 (5.2%) | 493 (4.5%) | 1,787 (16.2%) | 1,537 (13.9%) | 988 (9.0%) | 576 (5.2%) | 1,028 (9.3%) | 11,035 |
| % OF POPULATION | 2.0% | 1.4% | 4.2% | 2.4% | 3.6% | 3.6% | 2.8% | 1.9% | 2.7% | 3.0% |

APPENDIX B

DAY ____

EVENING ____

ZIP CODE

LOS ANGELES HARBOR COLLEGE
INSTITUTIONAL RESEARCH

The major goal of Harbor College is to continue to improve its services in the effort to offer the highest quality of education to its students.

Please, help us to serve you better by letting us know you better. Tell us:

(1) Why YOU are here? and (2) How YOU feel about your college?

Tell us the importance of the following objectives in leading to your enrollment and attendance at this college.
Circle the response which most closely fits you.

| | | Importance | | | |
|---|---|---|---|---|---|
| A. EMPLOYMENT | | High | Medium | Low | No Interest |
| 1) To find out how to get a job (new or different) | 1 | A | B | C | D |
| 2) To find out if there is a job I would really like | 2 | A | B | C | D |
| 3) To take vocational courses for advancement (typing, drafting, supervision, accounting, etc.) | 3 | A | B | C | D |
| 4) To take academic courses for advancement (speech, psychology, business administration, English, etc.) | 4 | A | B | C | D |
| 5) To prepare for management/professional position | 5 | A | B | C | D |
| 6) To gain recognition as an expert in my field | 6 | A | B | C | D |
| 7) To learn to establish my own business | 7 | A | B | C | D |
| B. BASIC SKILLS | | | | | |
| 8) To improve ability in: (8) Reading | 8 | A | B | C | D |
| (9) English | 9 | A | B | C | D |
| (10) Math | 10 | A | B | C | D |
| (11) Speech | 11 | A | B | C | D |
| 12) To improve study skills (listening, outlining, | 12 | A | B | C | D |
| 13) To develop physical skills in sports | 13 | A | B | C | D |
| 14) To improve natural language other than English | 14 | A | B | C | D |
| 15) To develop problem solving skills | 15 | A | B | C | D |
| 16) To develop analytical thinking | 16 | A | B | C | D |

| C. PERSONAL INTERESTS AND CREATIVITY | | Importance: High | Medium | Low | No Interest |
|---|---|---|---|---|---|
| 17) To expand appreciation of fine arts (art, music, theatre, etc.) | 17 | A | B | C | D |
| 18) To develop talents in applied arts (art, ceramics, music, dance, etc.) | 18 | A | B | C | D |
| 19) To increase understanding of current events (history, political science, sociology) | 19 | A | B | C | D |
| 20) To increase cultural awareness (anthropology, ethnic courses, foreign language) | 20 | A | B | C | D |
| 21) To discuss ideas with other learners (philosophy, humanities, literature) | 21 | A | B | C | D |
| 22) To enjoy self-expression in creative activity (crafts, writing, drama) | 22 | A | B | C | D |
| 23) To have fun in a variety of courses | 23 | A | B | C | D |
| **D. SELF-AWARENESS** | | | | | |
| 24) To understand why I act as I do | 24 | A | B | C | D |
| 25) To improve my self-confidence | 25 | A | B | C | D |
| 26) To develop self-discipline and effective time management | 26 | A | B | C | D |
| 27) To examine my personal values | 27 | A | B | C | D |
| 28) To interact with others with similar concerns | 28 | A | B | C | D |
| 29) To increase my effectiveness in accomplishing my goals | 29 | A | B | C | D |
| 30) To increase my self-respect | 30 | A | B | C | D |
| 31) To discover the values of student government | 31 | A | B | C | D |
| 32) To make friends with others of different backgrounds than my own | 32 | A | B | C | D |
| 33) To cope effectively with life situations | 33 | A | B | C | D |

| | | Importance | | | No |
|---|---|---|---|---|---|
| | | High | Medium | Low | Interest |
| **E. SOCIAL INTERACTION** | | | | | |
| 34) To participate with others in workshops and projects | 34 A | B | C | D | |
| 35) To participate in team athletics | 35 A | B | C | D | |
| To interact with other people of: | | | | | |
| 36) a. similar ideas and backgrounds | 36 A | B | C | D | |
| 37) b. different ideas and backgrounds | 37 A | B | C | D | |
| 38) To develop ease in dealing with people | 38 A | B | C | D | |
| 39) To learn to improve family relationships | 39 A | B | C | D | |
| 40) To make friends on campus | 40 A | B | C | D | |
| 41) To get along better with others at work | 41 A | B | C | D | |
| 42) To participate in student activities | 42 A | B | C | D | |
| 43) To be a leader in group activities | 43 A | B | C | D | |
| 44) To be a tutor or teaching aide | 44 A | B | C | D | |
| 45) To be a counselor | 45 A | B | C | D | |
| 46) To learn and understand why others act as they do | 46 A | B | C | D | |
| 47) To appreciate and respect other peoples' values | 47 A | B | C | D | |
| **F. LIFE IN GENERAL** | | | | | |
| 48) To change and/or modify my life-style | 48 A | B | C | D | |
| 49) To learn about consumer rights | 49 A | B | C | D | |
| 50) To learn practical household skills (cooking, clothing, home decoration) | 50 A | B | C | C | |
| 51) To learn practical repair skills (appliances, cars, gardening) | 51 A | B | C | D | |
| 52) To learn skills for leisure activities (sports, dancing, hobbies) | 52 A | B | C | D | |
| 53) To learn about politics and government | 53 A | B | C | D | |
| 54) To gain information to help me to build a good marriage | 54 A | B | C | D | |
| 55) To gain information for improvement of health and nutrition | 55 A | B | C | D | |
| 56) To learn about other countries , languages, and culture | 56 A | B | C | D | |
| 57) To learn about parenting | 57 A | B | C | D | |

G. RECORDED CREDIT

How important are the listed credits to you:

| | | Importance: High | Medium | Low | No Interest |
|---|---|---|---|---|---|
| 58) | Letter grade (A, B, C, D) | 58 A | B | C | D |
| 59) | C/NCR (Credit/no credit) | 59 A | B | C | D |
| 60) | Transferable credit to 4 yr. institution | 60 A | B | C | D |
| 61) | Non-transferable credit | 61 A | B | C | D |
| 62) | Vocational Certificate | 62 A | B | C | D |
| 63) | A. A. (2 year degree) | 63 A | B | C | D |
| 64) | B. A., B. S. (4 year degree) | 64 A | B | C | D |
| 65) | Professional License | 65 A | B | C | D |

H. EDUCATIONAL SERVICES

Please indicate the degree to which the services listed below have helped you to progress toward your goals.

| | | Helpful: Very | Some What | Not at all | Haven't Used |
|---|---|---|---|---|---|
| 66) | Reading Lab | 66 A | B | C | D |
| 67) | Math Lab | 67 A | B | C | D |
| 68) | Placement Office | 68 A | B | C | D |
| 69) | Academic Counseling | 69 A | B | C | D |
| 70) | Women's Center | 70 A | B | C | D |
| 71) | Peer Counseling | 71 A | B | C | D |
| 72) | Cooperative Education | 72 A | B | C | D |
| 73) | Career Guidance Center | 73 A | B | C | D |
| 74) | Instructor Advisement | 74 A | B | C | D |
| 75) | Financial Aids | 75 A | B | C | D |
| 76) | Involvement Center | 76 A | B | C | D |
| 77) | Student Work Study | 77 A | B | C | D |
| 78) | Personal Counseling | 78 A | B | C | D |

I. SUGGESTED SERVICES

How helpful would the following services be to you or would you use them?

| | | Helpful: Very | Some What | Not at all | Wouldn't use |
|---|---|---|---|---|---|
| 79) | College informational-orientation course for incoming students | 79 A | B | C | D |
| 80) | Scheduled conferences with instructors | 80 A | B | C | D |
| 81) | Mid-term instructor conference during class hours | 81 A | B | C | D |
| 82) | Placement testing for course entry | 82 A | B | C | D |
| 83) | Mandatory counseling for course withdrawal | 83 A | B | C | D |
| 84) | Contract courses completed at your own pace | 84 A | B | C | D |
| 85) | Professional Personal Counseling | 85 A | B | C | D |
| 86) | Comprehensive Student Health Service | 86 A | B | C | D |

LOS ANGELES HARBOR COLLEGE

| | | | | | | |
|---|---|---|---|---|---|---|
| AGE: | 87 | A<br>Under 19 | B<br>19-24 | C<br>25-34 | D<br>35-50 | E<br>50+ |
| SEX: | 88 | A<br>Female | B<br>Male | | | |
| VETERAN: | 89 | A<br>Yes | B<br>No | | | |
| MARITAL STATUS: | 90 | A<br>Married | B<br>Single | C<br>Divorced | D<br>Widowed | |
| ETHNICITY: | 91 | A<br>Black | B<br>Chicano | C<br>Asian | D<br>Samoan | E<br>White |
| EDUCATION LEVEL: | 92 | A<br>1st to 8th | B<br>9th to 11th | C<br>High School | | |
| | | D<br>College Graduate | E<br>Other | | | |
| INCOME: | 93 | A<br>Under $4,000 | B<br>$6,000 - $7,999 | C<br>$8,000 - $11,999 | | |
| | | D<br>$12,000 - $15,999 | E<br>$16,000+ | | | |
| HOURS OF WORK/WEEK: | 94 | A<br>0 - 10 | B<br>10 - 20 | C<br>20 - 30 | D<br>40+ | E<br>Not Employed |
| NO. OF UNITS ENROLLED BEGINNING OF SEMESTER: | 95 | A<br>0 - 3 | B<br>4 - 8 | C<br>9 - 12 | D<br>13 - 18 | E<br>19+ |
| NO. OF UNITS COMPLETED THIS SEMESTER: | 96 | A<br>0 - 3 | B<br>4 - 8 | C<br>9 - 12 | D<br>13 - 18 | E<br>19+ |

REASONS FOR DROPPING COURSES: 97

A --- too hard

B --- too much homework

C --- not the material expected

D --- boring

E --- time conflict

UNIVERSITY OF CALIF.
LOS ANGELES
JUN 6 1977
CLEARINGHOUSE FOR
JUNIOR COLLEGES